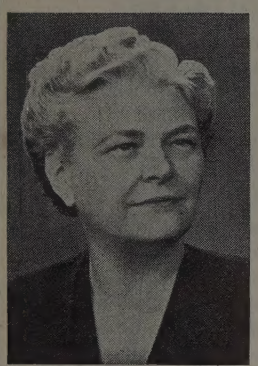
NATIONAL CONGRESS BULLETIN

NOVEMBER 1948 PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 5 • VOL. 16, NO. 3

Dear Local Presidents:



Mrs. L. W. Hughes

MORE than three centuries have passed since Governor Bradford of the Plymouth colony of Massachusetts proclaimed a day of Thanksgiving for a good harvest. Now it is our turn to give thanks, for our blessings have been many. But of them all we prize most highly the grace of never having outgrown, despite our enormous power and wealth as a nation, the spirit of humble reverence which inspired the observance of that first American holiday. God willing, we never shall outgrow it.

We of the National Congress of Parents and Teachers also have had a good harvest. Instead of corn and pumpkins, ours has been a yield of *healthier and happier boys and girls,* of more enlightened parents and teachers. For these we are profoundly grateful.

The 5,127,896 men and women who today belong to the parent-teacher organization would have seemed an invincible host to that little band of Pilgrims who survived the first raw winters of New England. How much less terrifying the vast wilderness at their back would have seemed to them if they had been even one fifth as numerous as we are now! Let us remember, therefore, to give thanks for *our membership strength,* not because there is virtue in size alone but because each new member makes it more possible than before to push back the wilderness of suspicion and error that still shadows the lives of many children and young people.

In addition to our record enrollment, we of the National Congress have cause to be thankful for *the hospitable climate of understanding under which we are living in this country today.* Our generation has a deeper awareness of the joint responsibility of home and school for the welfare of the child than had any preceding generation. To a large extent this feeling of partnership between parents and teachers has been brought about by the efforts of P.T.A.'s. Although much remains to be done before an ideal home-school relationship can be said to exist in every community, we give thanks that so many thoughtful men and women recognize that the education of the child as one indivisible task can be accomplished only if home and school work hand in hand.

TODAY, too, our parent-teacher leaders have been granted an enlarged area within which to work and keener tools by which to reach men's minds. One need not look all the way back to 1623 in order to find startling contrasts with present-day methods of communication. Some of the most marked developments have taken place in our own lifetime. Whereas formerly a speaker's words reached only the audience within hearing distance of his natural voice—a few hundred yards at best—now both spoken and written words can circle the globe in a matter of minutes. As we give thanks for the scientific wizardry that has created these *channels of communication,* let us resolve jealously to guard them against misuse for ignoble purposes.

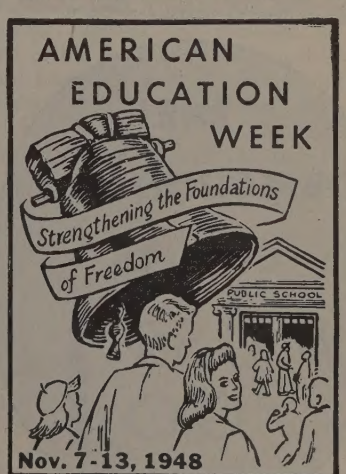
Although the world of the Pilgrims seems to us to have been simple and uncomplicated in comparison with our own, the Pilgrims knew the meaning of suffering and privation. Their fine harvest came to them only after they had endured a bitter winter. So it is with us. In recent years an upsurge of brutality has shocked the conscience of mankind. Yet some good has come even from this black chapter. On all sides people are newly sensitive to the claims of children for a better world. Perhaps that is why we parent-teacher workers have the good fortune to find *countless cooperative men and women outside our ranks*—another reason for thankfulness.

Above all, however, we wish to offer thanks in this November of 1948 because *our Founders had the foresight to make the National Congress an educational organization,* for only education wins the lasting victory. Other kinds of organizations have come and gone since the National Congress was founded. Ours remains. Another Thanksgiving finds us stronger than ever before, making sure and steady progress toward our lasting goals.

Finally, we are deeply grateful for *the sense of oneness that makes all parent-teacher members kindred.* Whether we work in a local P.T.A., in a state branch, or at the national level, we work together with a singleness of purpose for the welfare of all children and young people. Truly, we have many reasons to be thankful. Let us, then, give thanks.

Mabel W. Hughes

President
National Congress of Parents and Teachers



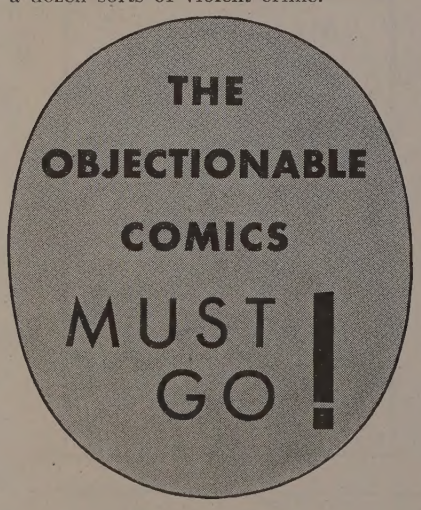
ACTION ON THE *Comics*

AT the fall Board meeting the discussion leading to the adoption of the resolution against unwholesome comics, motion pictures, and radio programs showed that many states were pioneering in the effort to curb objectionable products in the entertainment field. Since that time many encouraging reports of progress have reached the National Office. The *Bulletin* plans to keep its readers well informed on all action taken along this line. The following are some examples of what has been, and is being, done to combat undesirable comics:

CALIFORNIA.—Within a few weeks after the adoption of the Board's resolution, the P.T.A.'s in Los Angeles County, California, were largely instrumental in the passage of an ordinance forbidding the sale of lurid comic books. A research committee previously appointed had been working for some time to see what might be done.

A news article appearing in the October 4 issue of *The New York Times* states that an informal survey ten days after the passage of the ordinance revealed that virtually no objectionable comics were on sale in the area.

According to the *Times,* the ordinance "makes it a disdemeanor, punishable by a $500 fine or up to six months in jail, for any person, firm, or corporation to sell, give, or in any way furnish to anyone under eighteen a book, magazine, or other publication in which there is prominently featured an account of crime and which depicts by the use of drawings or photographs the commission or attempted commission of any of a dozen sorts of violent crime."



The present ordinance applies only to unincorporated "county territory," but the many approving letters already received indicate that the measure may lead to the enactment of a "really comprehensive" state law.

CONNECTICUT.—It is hoped that concrete action may be taken to eliminate from the market some fifteen comic books of an especially vicious type, which are published by a firm in New York City.

KENTUCKY.—For some time the state congress has been placing emphasis on substituting better literature for the comics.

NORTH CAROLINA.—A release from this state entitled *Do You Want Your Child To Be Happy?* has a bearing on the subject.

OKLAHOMA.—Through parent-teacher efforts, book and newspaper dealers are helping to restrict the sale of certain comics. The "Oklahoma Family Life Institute" page in the *Oklahoma Parent-Teacher* kept the problem of the comics consistently in the forefront of attention.

TENNESSEE.—The congress president is cooperating with a state group that is analyzing comic books as a step toward eliminating many of them.

* * *

● These achievements are examples of what can be done all over the country, if parents and teachers take concerted action. Do the children in YOUR community have access to offensive comics? If so, what are YOU doing about it? Send your story to the *National Congress Bulletin.*

For Christmas . . .

● Give the NATIONAL PARENT-TEACHER: THE P.T.A. MAGAZINE

If yours is one of the associations that has a good surplus in its treasury, use part of the money to give Christmas gift subscriptions to

- **Schools**
- **Libraries**
- **Churches**
- **Civic centers**
- **U.S.O.'s**
- **Youth-serving agencies**

You couldn't put the money to better use. Remember that if all a P.T.A. did was to promote the *National Parent-Teacher,* that in itself would stand high in the annals of child welfare and home-school cooperation!

Dial-Log

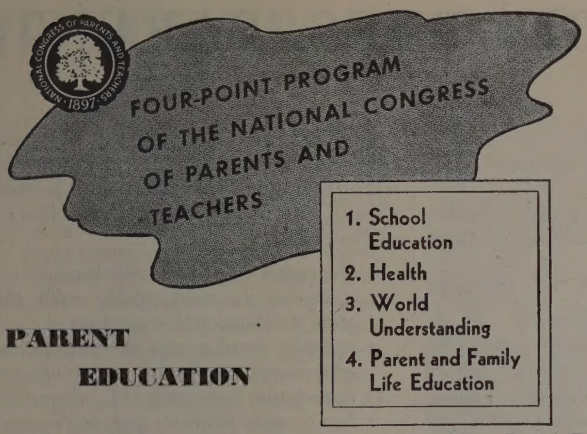
A BRAND NEW FEATURE STARTING IN THE JANUARY ISSUE OF *National Parent-Teacher: The P.T.A. Magazine*

HAVE you wished for a reliable guide to good radio listening for your family? Have you watched Junior hunched with excitement over a program you deplored—but for which you could suggest no substitute? If your answer is "Yes" to either or both these questions, then the *National Parent-Teacher* has important news for you.

Starting with the January number, the official magazine of the National Congress will carry a regular column of radio news, views, and evaluations by the national chairman of the Committee on Radio, H. B. McCarty. It will be known as "Dial-log." Mr. McCarty, of course, needs no introduction to parent-teacher members. Besides serving as our national chairman, he is director of Radio Station WHA of the University of Wisconsin at Madison, Wisconsin. From his vantage point as radio expert and parent-teacher leader, Mr. McCarty is in an ideal position to bring to all of us a new appreciation of the pleasures of discriminating listening and the values of education by radio.

What "Motion Picture Previews" does for the movie-goer, "Dial-log" will do for the radio listener. In selecting wholesome film fare for children, adults, or all the family, many a parent-teacher home has come to rely on the monthly evaluations of current motion pictures that appear in the magazine. A similar guide to radio programs has long been needed. Mr. McCarty's column is a direct result of this mounting demand by parents and teachers.

"Dial-log" will enable listeners of all ages to discover what is worth while on the air waves and will suggest how they can help to see that still better programs for children—and for themselves—become the rule instead of the exception. That, after all, is every listener's personal responsibility. So why not tune in next January to *National Parent-Teacher: The P.T.A. Magazine* and hear what Mr. McCarty has to say? We are confident that you will find him both entertaining and instructive.



SUGGESTIONS FROM OUR NATIONAL CHAIRMEN

Each month several of our national chairmen will offer suggestions for promoting the Four-Point Program. These suggestions should be passed on immediately to the corresponding local chairman as well as to the local Four-Point Program committee. State chairmen, too, are in a strategic position to show how local committees can build unified P.T.A. programs that will bring the full effort of all workers to bear directly on the development of this nation-wide program.

PARENT EDUCATION

AS you look over the objectives of our Four-Point Program—and particularly the fourth point, *parent and family life education*—you will see at once some of the important things you, as a parent education chairman, can do. If we are to solve the problem of learning to live together, our own homes will have to set an example of real democratic living. This means that all parents everywhere must understand the process of child growth so thoroughly that they will be able to sense the needs of the child's personality in his day-to-day activities.

● You, together with the chairmen of other committees whose work is related to yours, are called upon to build effective programs leading toward a more effective parenthood. Your local Four-Point Program steering committee will help you see the problems as a whole and work out a vigorous plan of action. The standing committees whose concerns are especially allied to yours are those on home and family life, juvenile protection, preschool service, safety, rural service, reading and library service, Congress publications, *National Parent-Teacher* magazine, and character and spiritual education.

Some local communities have never had parent education programs of any kind and know little about this field. If yours is such a community you may find it helpful to organize a one-day or two-day institute, open to the public, at which outstanding leaders can inform parents what parent education is about and what contributions it can make to better living.

When the community has thus been awakened to the needs and possibilities of this type of adult education, it will be ready for a more expanded program. You and your co-workers will have to see that concrete and helpful reference materials are available and accessible. You will have to win the enthusiastic aid of professional persons in this field and discover—perhaps even train—good lay leaders. You will have to work with your leaders in planning varied, exciting, yet practical study group meetings, making full use of panel discussions, demonstrations, exhibits, motion pictures, radio presentations, and other devices suggested in the new National Congress booklet *Study-Discussion Group Techniques for Parent Education Leaders.*

As you know, the best basic material for parent education is found in the three study courses carried each year in NATIONAL PARENT-TEACHER: THE P.T.A. MAGAZINE. Every local chairman should know these thoroughly. Then, too, enlist the aid of your local librarian in assembling the recommended reading references.

You will want also to consult the proper persons at your state colleges and university to see what help they can give you in training leaders and planning programs. And don't forget that other parent education chairmen in your district, as well as other committee chairmen in your own P.T.A., are valuable and stimulating allies in this all-important program.

—Dr. Ralph H. Ojemann

HEALTH

HAVING studied the Four-Point Program carefully, local health chairmen should from time to time review all suggestions and patterns of activity supplied in National Congress publications. By this means it is possible to evaluate and report all progress of your unit in the health area, so that weaknesses may be remedied and strong points publicized for emulation by other associations.

The following suggestions may be helpful to P.T.A.'s in stressing health in 1948–49:

1. Just as the state branch makes sure that the governor and other state officials are given an opportunity to become P.T.A. members, so should the local association see that the mayor, members of the village or city council, supervisors or trustees of townships or school districts, and county officials are invited to join the P.T.A. in the community in which they live. Extend special invitations to these officials when you hold your meeting on community health. This is the natural approach to health legislation.
2. A project designed to tie together all areas of the Four-Point Program is this: Attempt to secure the cooperation of the local schools in having pupils prepare as a class project *log books* of health education materials and activities throughout the year. At the end of the year the books could be sent to schools in foreign countries, along with a blank log book to be filled in by students overseas and returned to this country at the end of the following year. In this way our students would become better informed about the international situation as regards medical care and other health services.
3. The following project offers a means of giving men in the local unit an important community assignment: Arrange to have the men members of the P.T.A. plan and conduct one entire monthly meeting devoted to health. The presentation of a light (or serious) drama or play is one way of arousing interest, if the proper local publicity is given to the event.
4. Cooperate with the visual education chairman in arranging for a P.T.A. showing of the film, *Your Health Department in Action,* and ask a qualified speaker from your local, county, or state health department to interpret and answer questions. The film is obtainable from Sam Orleans and Associates, Inc., Motion Picture Producers, 211 West Cumberland Avenue, Knoxville, Tennessee.

—G. F. Moench, M.D.

WHAT OUR CONGRESS PARENT-

Georgia's Minimum Foundation Program of Education

"A Sound Program Properly Presented Will Be Accepted by the People." Upon this premise the Georgia Congress has set to work and is indeed "presenting properly" its program of endorsement for the minimum foundation program of education for the state.

At its September 1948 meeting the state board of managers unanimously adopted a resolution to put into motion an "intensive and extensive public relations program" that would inform Georgia citizens of the serious crisis facing the schools. The resolution was promptly translated into action, and off the press in October came a colorful, well-illustrated brochure entitled *Your Child and Mine Deserve the Best.* This dynamic pamphlet now being given wide distribution presents reliable facts and figures in vigorous style.

First it outlines the minimum foundation program of education, which seeks to invest a total of $83,401,720 in the public schools, the university system, and the teachers' retirement plan. The program would provide for every child:

- *A competent teacher.*
- *A well-designed and equipped classroom.*
- *Safe transportation if he lives beyond reasonable walking distance from school.*
- *An adequate supply of textbooks and other learning aids.*

The publication then proceeds to show why the minimum foundation program is so necessary. By means of some telling illustrations, it asks:

"IS YOUR CHILD IN THIS PICTURE?"

1. Forty to sixty children in a room.
2. Crude, out-of-date classrooms and equipment.
3. Dark and uncomfortable classrooms.
4. Worn-out textbooks (that were copyrighted 20 years ago).
5. Teachers with little or no professional training.
6. Substandard buildings.

"OR THIS?"

1. Classroom enrollment of 30 children.
2. Modern desks, globes, maps, charts, and similar learning aids.
3. Attractive and well-lighted classrooms.
4. Current textbooks in sufficient quantity.
5. A professionally trained, four-year college teacher.
6. Adequate buildings including space for a lunchroom, school and community recreation, school and community library service, adult programs, vocational training, and so on.
7. Where transportation is needed, a minimum of time spent en route to school and home.

Full information about the proposed education budget and the plan for distributing funds is provided, and, in conclusion, the brochure urges the citizens of Georgia to:

- *Organize a local parent-teacher association in membership with the state and national organization.*
- *Sponsor small group meetings in the community to discuss the minimum foundation program of education.*
- *Invite state senators and representatives to such meetings.*
- *Notify the Georgia Congress when a meeting has been held, giving results and recommendations.*

Here is a vital program of action that merits commendation from all who are concerned with advancing school education opportunities for America's children.

An Early Start in Middleport

The Middleport P.T.A., Middleport, New York, last year proved (1) the value of an advance membership drive and (2) the importance of interesting programs.

A get-together picnic was held in July, and in August a well-attended meeting opened the parent-teacher year. By the end of September the membership count showed a gain of 140 over the previous year.

• From a group of nearly fifty participants, the institute leaders and workshop members shown here are those who attended all sessions of the Region II Workshop held at the University of Maryland, June 28–July 2, 1948. Seated seventh from the left is Mrs. Robert G. Doty, president of the Maryland Congress and director of the workshop.

TEACHER GROUPS *Are Doing*

Throughout the year every effort was made to obtain speakers, musicians, and artists who would ensure a good attendance. Among these who were asked to appear were a blind professional pianist; an outstanding violinist; a glassblower; and several fine vocalists. Other events included a community supper, a square dance, a forum on parents' problems, a Founders Day pageant, a style show, a game night, a good dramatic production, and an art exhibit from the Albright Galleries.

The "President's Newsletter," distributed once a month to every home in and about the village, also helped to foster enthusiaas for the P.T.A.

Four-Point Program Activities

Mrs. C. A. Sedig, president of the Roosevelt P.T.A., located seven miles south of Phoenix, Arizona, reports that this unit has effectively stressed health and recreation.

Among the health projects was the conducting of a health clinic, which provided medical examinations for more than 1,500 children. Many of the youngsters promptly received remedial treatment, and last spring a dental clinic was held as a follow-up on that important phase of health. Along safety lines, the unit sponsored the installation of a stoplight at a particularly dangerous corner in the Roosevelt district.

In the field of recreation, the association has:

- *Organized a teen-age club of 115 members.*
- *Sponsored Saturday morning moving pictures for the younger children.*
- *Sponsored a cub program that attracts 118 boys.*
- *Worked out and put into effect a cooperative Camp Fire Girls program in which 150 girls take part.*

* * *

"The Four-Point Program has proved to be a wonderful condensation of the P.T.A. program," writes Mrs. C. A. Kennedy, Culleoka, Tennessee, former president of the tenth district of that state branch. "Almost any size local unit can carry on some type of program on each of the four points."

School education and parent and family life education have been stressed extensively in the tenth district, and the citizenship approach to world understanding has also proved successful. The general trend in that locality is toward more specific health training, which is kept separate from athletics.

• Left to right: Mrs. Angus N. Purvis, president of the Savannah High–Washington Avenue Junior High P.T.A., Savannah, Georgia; Mrs. Henry B. Pratt, creator of the puppets; and Mrs. William H. Fishback, publicity chairman of the local association.

Three "Gay Little Men"

"The Savannah High–Washington Avenue Junior High School P.T.A. of Savannah, Georgia, boasts a boom in subscriptions to the *National Parent-Teacher*," writes Mrs. William H. Fishback, local publicity chairman. "We have the most unique—and the tiniest—salesmen you ever saw. They are puppets, and finger puppets at that!"

The antics of the three gay little "men," created by Mrs. Henry B. Pratt of Savannah, have induced many a smiling P.T.A. member to hand over a subscription dollar. Recently the puppets appeared at a school of instruction for all P.T.A. workers of the seventh district division of the Georgia Congress. There they attracted the attention of Fay Kaigler, National Congress field consultant, who suggested that other people might like to know more about them.

Mrs. Angus N. Purvis, president of the Savannah High–Washington Avenue P.T.A., had this to say: "The puppets have not only been beneficial in stimulating the sale of the *National Parent-Teacher* but Mrs. Pratt's work will prove an inspiration to all of us who have joined in the most worth-while project of all —the education of our children!"

This is not the first time the puppets have been used as an inspiration, according to Mrs. Fishback. "Many a disabled veteran . . . and many an orphaned child has been delighted by Mrs. Pratt's visits. It seems most fitting, then, that the puppets should be used at present to educate people across the nation to the needs and achievements of P.T.A. work."

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Volume 16 NOVEMBER 1948 Number 3

Published monthly from September through May, bimonthly June and July, at 600 South Michigan Boulevard, Chicago 5, Illinois, by the National Congress of Parents and Teachers. Subscription price: 30 cents a year. Entered as second class matter September 27, 1946, at the post office at Chicago, Illinois, under the Act of March 3, 1879. Additional entry at Aurora, Illinois, December 21, 1939.

NATIONAL CONGRESS OF PARENTS AND TEACHERS

EDITORIAL STAFF

Editor-in-chief: Mrs. Eva H. Grant; *assistant editor:* Mary Elinore Smith
Editorial assistant: Florence M. Cromien
Managing editor: Mary A. Ferre; *assistant on production:* Mrs. Elizabeth Hall

Gift Cards

National Parent-Teacher: The P.T.A. Magazine does not supply gift cards. Instead it suggests that all donors of subscriptions personalize their gifts by sending personal gift cards to the recipients of the subscriptions, with a Christmas greeting such as this: "I am sending you *National Parent-Teacher: The P.T.A. Magazine* as a Christmas gift. I like it so much myself that I want you to have it, too."

Why THE **P.T.A.** IS NEEDED IN AMERICAN EDUCATION

WE in America are committed to a democratic form of society. The essence of that democracy is cooperation among the members and groups of society. Education in a democratic society, then, means the constant reshaping of one's life to meet new social problems. It begins with the newborn child and continues throughout life. In a word, education is growth.

Parents have always been vitally interested in the education of their children. But in present-day society they themselves are no longer able to give the child the education that life's increasing problems demand. Therefore they select teachers, principals, and superintendents to assist in the process. Now all these—parents, teachers, principals, and superintendents—are trying to do the same thing: assist the child in his growth.

Thus two factors are inherent in the growth of the parent-teacher association in America:

1. *The complexities of a modern world caused parents and other adult members of society to select teachers and school administrators to help them educate children and youth.*
2. *Association among parents, teachers, and administrators for cooperation in solving education problems is consistent with democracy. Therefore the origin of the P.T.A. was quite inevitable. Its continuation in a democratic society is just as inevitable.*

The primary function of the P.T.A. is cooperation—cooperation that operates in the following areas of a program of education:

1. The area of the child.
2. The area of the teacher.
3. The area of parents in the school community.
4. The area of the school.
5. The area of the administration.

The Area of the Child

The focal point in education is the child. Parents, teachers, and administrators must continuously study the nature of the individual to be educated. The status of the child when he enters school is the result of both heredity and environment. Neither the parents nor the teachers have a corner on information about the status of the child. By pooling data and discussing together authoritative books and articles, reliable ideas about child nature can be formulated. The P.T.A. furnishes the means for parents, teachers, and administrators to increase their knowledge and understanding of the child.

The Area of the Teacher

The complexities of modern society have made it necessary for parents to select certain adults to assist in teaching the child. Parents and teachers both are interested in the same goals for the child. The P.T.A. is therefore a clearinghouse in which parents and teachers can cooperate in planning and organizing educational activities. Such activities promote the unification of home and school education for our boys and girls.

The Area of Parents in the School Community

The things that have been said about the teachers apply equally to the parents. Both should be eager to cooperate with each other and to participate in the activities of the P.T.A.

Teachers have responsibilities as educational leaders in the community. With respect to formal education within the school, the parents are of the laity and teachers are of the profession. Always the parents and the teachers must realize that the P.T.A. exists for the child who is being educated and not for entertainment.

The Area of the School

The actual school is the total community. The school community includes:

1. The curriculum.
2. The school buildings.
3. The pupils.
4. The teachers.
5. The administrators.
6. The laboratories and other equipment.

The school is an instrument invented by man for the education of the child. Problems arise constantly in building the curriculum, erecting and maintaining school buildings and equipment, landscaping school grounds, selecting textbooks, and so on. These problems may well serve as topics for discussion at P.T.A. meetings. Information and ideas presented at these meetings are valuable to the school officials who are responsible for final solutions.

The Area of the Administration

Superintendents, principals, and supervisors should be educational leaders in a school community. They are responsible for directing and guiding the activities of both pupils and teachers. School administrators are responsible to the board of education, which in turn is responsible to parents and other school patrons. Progressive school administrators cooperate with parents and secure their advice on major problems before formulating final solutions. The P.T.A. is indeed a valuable organization for administrators to work with. It enables them to stimulate cooperation among all persons who are responsible for educating the child. Administrators who do not use the P.T.A. in their efforts to formulate and promote a program of education are overlooking a valuable social instrument.

IN CONCLUSION:

The P.T.A. is a useful instrument in education to the extent that it provides constantly for cooperation among parents and teachers. It is in brief a *cooperative clearinghouse* for *all educators*, whether they are parents, teachers, or administrators. In this capacity it will always occupy an important place in our democratic society.—PAUL W. SLOAN, *State Teachers College, Buffalo, New York.* (From *National Parent-Teacher: The P.T.A. Magazine*)

NATIONAL CONGRESS OF PARENTS AND TEACHERS

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American Education Week

NOVEMBER 7–13

• This is the month in which American Education Week is proclaimed throughout the land. The theme, "Strengthening the Foundations of Freedom," is well chosen, for every intelligent citizen knows the power of our public schools to advance the ultimate triumph of freedom, truth, and justice for all. In turn, the schools need our generous support not only by good wishes but also by good works that include solid financial backing. As one of the sponsors of this all-important observance, the P.T.A. has a special responsibility for making it a success in every community.

The daily topics of American Education Week tie in closely with the Four-Point Program of the National Congress. They are as follows:

Sunday, November 7—*Learning To Live Together*
Monday, November 8—*Improving the Educational Program*
Tuesday, November 9—*Securing Qualified Teachers*
Wednesday, November 10—*Providing Adequate Finance*
Thursday, November 11—*Safeguarding Our America*
Friday, November 12—*Promoting Health and Safety*
Saturday, November 13—*Developing Worthy Family Life*

• GOOD-WILL SERVICE TO CHILDREN IN OTHER LANDS •

FROM November 1 to 15 children and teen-agers will be enrolling or re-enlisting for a year of service in the American Junior Red Cross. Accordingly, the following message from that organization is one in which all parents will be interested:

A tally of the efforts of all groups concerned with the welfare of children in war-devastated countries adds up to a discouraging sum when contrasted with the need. But let's not overlook the seeds of hope for the future which have been sown in the lives of these children and which are being nourished by the thin trickle of help coming from many sources.

One of these "drops in the bucket" comes from the Junior Red Cross, currently holding its annual enrollment drive in the schools. Through the years it has forged an active program for peace. Children, after all, are the true internationalists and naturally respond to a chance to "do something about it."

The American Junior Red Cross, in addition to a busy domestic program, seems to have found a practical, down-to-earth approach to the problems befitting children in other lands. Since the close of the war they have sent $2,106,192 worth of blackboards, paper, printing equipment, books, powdered milk, cod-liver oil, and numerous other educational and health supplies to ease the problem of attending school overseas. A personal touch, which might be lost in such large-scale bulk shipments, has been supplied through $3,336,518 worth of individual gift boxes of school and health supplies that children buy and pack at school.

The 1946–47 National Congress project of sending teachers' kits overseas was carried on through the cooperation of the American Junior Red Cross, which packed our kits in large cases for shipment and assumed the responsibility for distribution in the various countries.

One of the current projects is to send to the French Junior Red Cross for a school for child amputees a supply of exercising equipment including swings, dumbbells, and croquet sets. French vocational education textbooks and basic equipment for courses in photography, bookbinding, and watchmaking will go along, too—all paid for by the National Children's Fund of the American Junior Red Cross. The children of Bulgaria, Rumania, Yugoslavia, and Czechoslovakia are still exchanging school correspondence albums with American children. In this country the albums are made up of pictures, letters, and samples of lesson material and handcraft that accurately portray the way American children live, work, think, and play.

If you're compiling a list of our assets in the international situation, don't forget the 19,000,000 school youngsters who are the American Junior Red Cross.

ACTION COMMITTEE ON . . .

Comics, Radio, and Movies

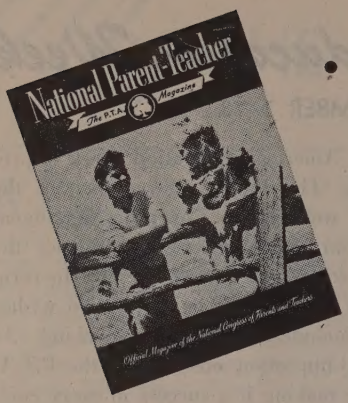
Chairman: Mrs. Joseph W. Eshelman, *Chairman*, Committee on Juvenile Protection.

Mrs. H. Otis Howgate, *State President*, Connecticut Congress.

Mr. H. B. McCarty, *Chairman*, Committee on Radio.

Dr. Bruce E. Mahan, *Chairman*, Committee on Visual Education.

Dr. Ralph H. Ojemann, *Chairman*, Committee on Parent Education.



NATIONAL PARENT-TEACHER Streamliners

"I spoke at a local P.T.A. meeting at McIntosh School in Albany, Georgia, and got 33 Magazine subscriptions, which was a record for that group. It was *fun!*" This statement by Mrs. Walter H. Beckham, national chairman of Membership, might be echoed by many who have had the satisfaction of seeing more and more P.T.A. members subscribe to the *National Parent-Teacher.*

. . . . . .

The *National Parent-Teacher* is serving a useful purpose this fall in Rocky River, Ohio, according to Mrs. H. A. Sprague, director of religious education for the West Shore Unitarian Church of that community. Mrs. Sprague writes that copies of the magazine are most helpful to the faculty working on a church school program.

. . . . . .

At an open session of Florida's annual summer institute for parent-teacher workers, 221 subscriptions to the *National Parent-Teacher* were obtained. Envelopes were simply passed among the audience, and each person wishing to subscribe wrote his or her name, address, and P.T.A. on the envelope, then placed a dollar inside. Those who were renewing their subscriptions marked an "R" after their names. Mrs. George A. Hanford, state chairman of the *National Parent-Teacher*, in submitting the subscriptions adds: "This is a good start on the 50 per cent increase we are working for this year."

Have you made sure that the *National Parent-Teacher* is mentioned at all *your* group meetings?

. . . . . .

A recent issue of the *Tuscaloosa News*, Tuscaloosa, Alabama, carried an editorial on "Reducing Vocational Misfits," based on an article published in the *National Parent-Teacher.* The editorial reviewed the article from the September issue entitled "*Your* Child—but *His* Career" by Nancy E. Wimmer. Seven essential suggestions made by the author for parent cooperation in helping children to choose vocations were fully reviewed. As a result, writes Mrs. M. P. Walker, president of the Alabama Congress, many more magazine subscriptions in Tuscaloosa city and county were obtained.

Scholarship Group

Presenting below . . . the members of the annual workshop in parent-teacher leadership who received National Congress and state congress scholarships to attend the 1948 session. Standing at extreme left is Mrs. John E. Hayes, first vice-president, who served as consultant. Seated, third from left: Mrs. J. W. Bingham, national chairman of Cooperation with Colleges; fourth from left, Dr. E. T. McSwain, dean of Northwestern's University College and coordinator of the workshop.

FIFTY OR MORE

SOON it will be time to start announcing the names of the P.T.A.'s that have 50 or more subscribers to *National Parent-Teacher: The P.T.A. Magazine.* Will yours be in the first list, to be published in the December 1948 issue of the *National Congress Bulletin?*

As soon as your association has 50 or more subscribers, send a postal card to the Magazine Office giving the following information:

1. *Number of subscriptions.*
2. *Date they were forwarded.*
3. *The name of your P.T.A.*
4. *The name of the local president.*

Whenever you increase the number, send along another postal card with the new total. Only those associations that send in the required information will be listed. The address of the Magazine Office is as follows:

National Parent-Teacher Magazine
600 South Michigan Boulevard
Chicago 5, Illinois